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ABSTRACT

This book is for administrators, teachers, policymakers, educational reformers, and community leaders who are concerned with achieving greater social justice in education. It provides an in-depth understanding of the challenges to schools brought about by lingering views of race, gender, ethnicity, and class, showing how the inequalities of the country's past are unconsciously maintained through inherited systems of bureaucratic control. Without conscious intent to discriminate, many teachers and administrators act on assumptions about race and ethnicity in ways that put students of color at disadvantage. It uses a case study of one school system as a springboard for discussion. The six chapters are: (1) "Introduction: Institutional Inequality in Multicultural School Communities"; (2) "School Communities: Real and Imagined"; (3) "Racial Conflict in a Divided Community: An Illustrative Case Study of Sociopolitical Conflict"; (4) "Color-Blind Institutionalism and the Logic of Rational Distrust"; (5) "The Roots of Institutionalized Inequality"; and (6) "The Logic of Collective Sensemaking." Two appendixes present a case study of Jefferson Heights (methodological framework) and a discussion of deconstructing prejudice through videos. (Chapters contain references.) (SM)

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